

Missouri Children's Division Training Plan 2020-2024

In FY21, the Professional Development and Training unit became centralized to provide consistent messaging and training to team members across the state. On-the-Job training continues to be the responsibility of the regions and follows a structured layout which gives regions the ability to add activities that are specific to their community. There are 12 trainers that rotate teaching Child Welfare Practice Training (CWPT) for ten weeks. These classes are currently offered virtually. The classes are offered on a regular rotation to easily and quickly capture new team members. Outside of facilitating trainings, trainers are working on designing and developing a variety of training curriculums including instructor-led and e-learning.

In addition to Children's Division directly providing training, there are other partners with whom the Children's Division continues to engage. These partners include, but are not limited to, Missouri Office of Prosecution Services, Missouri Coalition Against Domestic and Sexual Violence, Missouri KidsFirst and Division of Youth Services. These collaborative trainings not only illustrate partnerships between agencies, but knowledge and expertise that continues to be shared.

In this plan, trainings where Title IV-E dollars are used, elements for each descriptor will be found in the attached matrix, such as: setting of the training activity, duration category of training activity, provider of the training, approximate number of days/hours of the training, description of the estimated total cost, and a listing of activities.

The contract with the Foster Care Case Management (FCCM) agencies requires case managers to attend pre-service training. The FCCM staff can attend training provided by Children's Division training staff or provide the Children's Division training themselves. Several FCCM partners were trained in the curriculum designed by the Children's Division so that they can offer it within their agency. This training is the same training that all CD staff receive at onboarding, except for the Child Abuse and Neglect (Intake) portion since they do not work these types of cases. They are also required to provide the structured On-the-Job Training curriculum. The On-the-Job Training has been slightly restructured to ensure differences in processes are captured. In addition, provisions in the contract allow FCCM staff to attend other training that CD offers throughout the year. However, any costs incurred by the FCCM staff are the responsibility of the FCCM contractor. The Children's Division does not cover travel or per diems associated with these trainings.

As of April, 2021 all FCCM staff members have access to the Department of Social Services Employee Learning Center (ELC) and are able to complete required trainings offered in the ELC. Many of the trainings required for the FCCM's by the Children's Division are e-Learnings, accessed through the Employee Learning Center. This Learning Management System (LMS) allows these staff members to access training in the ELC and to sign up for any instructor-led trainings on their own without additional help by the Children's Division. This allows Children's Division to ensure that required training is completed and aggregation of data will be more accurate.

Professional Development and Training

The Children's Division Leadership and Professional Development team coordinates and supports the development and delivery of initial and ongoing in-service training programs for Associate/Social Service Specialists, supervisors and managers. Training is directly provided to various levels of staff throughout the 46 circuits in the state of Missouri. The training developed is based on federal and statutory law, agency policy, and best practice and is designed and coordinated to provide a consistent core structure, while also providing ongoing opportunities based on needs identified through individual, circuit or region specific assessment, as well as professional development plans between staff and frontline supervisors. The professional development of staff is considered to be a "system" within the agency and must rely on numerous key elements working in concert together including classroom training, on-the-job training, and reinforcement of clinical skills in the field between staff and the frontline supervisors. The agency supports a "blended learning" approach, utilizing classroom, on-the-job field instruction, as well as on-line/self-instruction "eLearning" training which supports and supplements the classroom training and on-the-job training. The training unit also collaborates in the development and delivery of training programs with many other agencies and disciplines who serve children and families. Trainings have been conducted in geographic locations throughout the state to accommodate staff and community partners. Since the pandemic, the majority of the training is offered through virtual platforms like Webex.

How Ongoing Training is selected and provided to ensure the Competencies of Workers, Supervisors, Managers and Administrators

The Children's Division Leadership and Professional Development team is responsive, on a continual basis, to meet the on-going learning needs of staff. Changes in training are based upon the needs of the agency and available resources such as budget, staffing, etc. Training needs, both individual and statewide, are assessed and evaluated in several different ways throughout the year as a way to be responsive to immediate needs of a region or circuit, but to also address policy and practice changes that have a larger statewide impact. On-going training needs are identified through:

- Continuous Quality Improvement (CQI) processes
- Legislative changes impacting the Division
- Training evaluations
- Training & policy staff joint review
- Exit interviews
- Focus group feedback
- Recommendations from the Supervision Advisory Committee
- The Children's Division Executive Team

All the above are considered when developing new training or enhancing existing curriculum. Individual needs are identified using various methods such as the ENGAGE and REFLECT employee performance evaluation and development process and on-the-job coaching tools. Based upon identified needs, staff and their supervisors mutually select internal and/or external trainings to address individual learning needs.

Currently the Professional Development unit is working on expanding an evaluation system of training that will focus on outcomes and evidence of application in the field. This evaluation system will also allow the unit to identify training needs in order to develop new training along with a yearly survey of staff so they can self-assess their training needs.

Workers receive in-service training related to their specific program area, such as RSMo Chapter 210 statutory requirements for child abuse and neglect investigations and adoption training based upon COA standards. Other program staff who provide Family-Centered Services or work with the out-of-home care population receive ongoing training through outside training opportunities and through agency partnerships.

Under the Leadership Development Rule, all frontline supervisors and managers are required to complete 52 hours of management training each year. Missouri Learning through Linked-In Learning provide additional opportunities for supervisors and managers to gain hours of leadership training. All Linked-In Learnings are considered leadership training.

All of the above on-going training is tracked through the agency Employee Learning Center (ELC). A Team Member Training Portal was developed to incorporate external and Linked-In courses into the ELC transcripts.

How Skill Development of new and experienced staff is measured

Skill development of new and experienced staff is measured in a variety of ways using several different methods. Skill development and attainment is reviewed throughout classroom coursework, during on-the-job training, and through interactions between staff and their supervisor. The following are several different ways this is accomplished:

On-the-Job Training (OJT) — On-the-job training activities are part of the transfer of learning process and new workers must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. Supervisors must ensure that new workers have an opportunity to complete all of the assigned OJT activities. All regions have specific OJT Designees who assist the supervisor with ensuring the completion of activities during pre-service learning. Worker skill and development level can be observed and assessed during assigned OJT activities and the case consultation process. Case management decisions

must be made jointly between the supervisor, OJT Specialist and worker throughout Child Welfare Practice Training (CWPT). As skills are acquired, demonstrated, and applied, case work activities gradually increase with continued supervisory oversight. The OJT was restructured when the CWPT was rewritten over the summer of 2020. The OJT is in five guidebooks in which there are activities that closely follow the classroom. Its objective is to help workers see how the classroom applies to the field as well as offering skills and knowledge for job performance.

ENGAGE—ENGAGE focuses on leaders working with their team members as individuals. ENGAGE establishes clear expectations and development goals for each team member. Team members receive regular feedback focused on how they are performing to help them and their teams improve. Leaders also have the chance to explain the organization’s direction and how team members’ work every day fits into the big picture. ENGAGE helps team members understand their roles and contributions. These conversations are opportunities to step back from the day-to-day, reflect upon work and skills, and chart a path forward to improve. Recently this system was updated to include ENGAGE 2.0. In this process, the worker is also able to give their supervisor feedback about the process and the supervisor’s interaction with the employee.

Classroom evaluations—Staff provide feedback using the classroom evaluation. This provides an opportunity for staff to reflect on the following: did content address the worker skill level, and did the content help them gain the knowledge and skill necessary to do their job. This information is used to guide curriculum development to better impact skill development.

Focus Groups—Staff and their Supervisors are invited to participate in separate focus groups after completing CWPT. They are asked questions about how prepared they are to take cases and what could make that process better. This allows for staff to freely talk about challenges they faced during their pre-service time and talk about areas that they feel are strengths. This information is used to guide curriculum development and structure for On-the-Job training.

The Professional Development unit is working on updating and expanding the evaluation process and mechanisms to measure skill objectives. This process will utilize the Kirkpatrick’s four levels of training evaluation model to assess how employees are applying knowledge learned in classes. This will utilize surveys, testing for knowledge, evidence of application in the field and outcome measures. This will allow the training team to evaluate the effectiveness of the classes and if there are changes that will need to be made to classes or additional classes designed. The unit continues to develop case reviews and simulations that will evaluate new staff’s work within the six to 12 month range. Professional Development has completed the case review for Investigations and is currently piloting the review. The unit is also researching different methods

of providing a simulation (use of actual house and actors or virtual reality) in the worker's job area that would demonstrate critical thinking and communication skills. Virtual reality glasses have been recommended for purchase as well as working with a FORECAST group on simulations using actors. It is felt that both avenues could provide varied ways to prepare staff for their job. The FORECAST group will be working later this year with staff on a simulation specific for case management since most virtual reality is investigations focused.

Specific training is conducted to help foster parents, relative guardians, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living.

The following trainings assist foster parents, relative guardians, adoptive parents, and case managers in their understanding of issues confronting adolescents preparing for independent living:

STARS Pre-service Session Seven - Continuing Family Relationships (includes Preparing for Young Adult Life & Another Planned Permanent Living Arrangement)

STARS In-service Module 12 - Understanding and Promoting Preteen and Teen Development

Session 1: Transitioning to Adulthood—Resilience, Risks, and Research

Session 2: Developmental Tasks and the Impact of Trauma and Loss

STRONG – was developed in the Southern Regions for licensing Foster Parents. This training includes sections on trauma and loss, understanding the role of the parent, and hearing the child's voice.

NTDC- This is a federally developed licensing program for foster parents that is being piloted in the Northwest regions.

Ready, Set, Fly—‘Ready, Set, Fly! A Parent's Guide to Teaching Life Skills’ was developed as a practical resource to help caregivers teach youth some of the skills needed to enable them to live successfully on their own. The activities are age and developmentally appropriate, matching the levels of the Ansell-Casey Life Skills Assessment and Guidebook (ages 8-10, 11-14, 15-18, and 19 and older). The six sections provide comprehensive, developmental activities in the areas of daily living tasks, housing and community resources, money management, self-care, social development, and work and study skills.

Older Youth Program - This information is part of the Child Welfare Practice Training for front line staff and provides information for the participant to gain:

- understanding of services/benefits/resources/opportunities of the Older Youth Program
- how to access services/benefits/resources and opportunities for the older youth
- the philosophical base of the Division's work with older youth
- the worker's role and responsibility in providing the opportunity for the youth to fully participate and benefit from the resources of the Older Youth Program

- the role and responsibilities the youth have in the process
- the role and responsibilities of the people and agencies collaborated with in providing services to youth

****All of these training courses are referenced elsewhere in the plan except for 'Ready, Set, Fly', which is a curriculum used at the local level.*

On-the-Job Training

New staff must complete On-the-Job Training (OJT), which supports the classroom training. The OJT training activities are part of the learning process of the new worker and they must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. The supervisor must ensure that new workers have an opportunity to do the assigned OJT activities referenced in the guide. There are currently five centralized guidebooks with activities from the classroom and the field. The goal of the guide is to connect the classroom learning to the practice in the field.

Completion of OJT is tracked through the Employee Learning Center (ELC). The ELC is used to track enrollments, wait lists, completion of training, assigned curriculum, training plans, and create gap analysis reports.

OJT is being rewritten as a part of the new Child Welfare Practice Training. It will include assignments in the field to be completed for the classroom to link classroom to practice. Additionally, the Professional Development unit is looking to partner with supervisors to enhance the on-the-job learning with job aids, mentoring and self-assessments.

Training Provided to New Child Welfare Workers - Child Welfare Practice Training

The initial pre-service curriculum is titled Child Welfare Practice Training (CWPT). This training is provided to new Children's Division staff and new contracted agency staff. Professional development begins when an employee starts employment with The Children's Division. The first year of a new employee's professional development is comprised of formal, classroom training combined with on-the-job coaching. The formal, classroom training is provided by centralized staff trainers and the on-the-job coaching is provided by local supervisors and OJT designees in the employee's own area. The local circuits have the ability to add regionalized training to the OJT.

The following describes how the initial/pre-service training curriculum addresses issues of safety, permanency and wellbeing.

New Employees are enrolled in a ten week on-the-job and classroom curriculum (Child Welfare Practice Training). On-the-job training is provided as pre-work and post-work to the classroom. The On-the-job training will start before the classroom component begins. Often there is homework before class to assist in the understanding of key concepts. Then there are activities after the class has completed to help the new employee apply concepts learned in the classroom to the field. The new employee is required to complete the following classes:

OJT Foundations- This on-the-job training starts the first week of training. It provides pre-work activities involving philosophy, understanding the laws guiding the Children's Division and becoming familiar with policy and procedures. The employee also self-evaluates themselves according to Child Welfare Practice Training competencies. The post-work activities include further exploration of the Code of Ethics, understanding the components of culture, practicing engagement skills, and asking questions using a purposeful questioning approach from Signs of Safety. Post-work activities also provide an introduction to child development and assessing parental protective capacities and child vulnerabilities in the field.

14 hours of training credit

CWPT Foundations- This competency-based curriculum is the second week of training. It includes an overview of the agency and the legal basis for the agency's work. During all topics, participants practice and hone their critical thinking skills. The content includes evaluation of participants' values and beliefs and how they align with the agency. The agency's mandate around child safety is introduced to participants. Included in the curriculum is a discussion around the NASW Code of Ethics. Participants are introduced to the Framework for Safety concepts of threats, child vulnerabilities, and parental protective capacities.

20 hours of training credit

OJT Practice Model- This on-the-job training starts during the third week of training. The pre-work activities include exploring how children's experiences and trauma affect their behavior, how staff's own culture and values affects how they engage with families, an introduction to Signs of Safety and learning child development stages. The post-work activities include awareness of bias, demonstrating an understanding of trade-offs from Five Domains of Wellbeing, applying Signs of Safety learned in the practice model classes, identifying trauma in the field, and shadowing team decision making meetings.

16 hours of training credit

CWPT Practice Model I- This classroom experience is provided during the third week of training. It introduces the key concepts and elements of a wellbeing orientation including the Five Domains of Wellbeing and the concept of tradeoffs, as a foundational framework and approach for working with families and colleagues. The course provides an increased understanding of the primary drivers of behaviors, decisions, and choices. Included is a skills practice around identifying and listening for challenges and tradeoffs in the Five Domains of Wellbeing in our own lives and the lives of those we work with. The third day of the class introduces trauma and its effects on the families served, as well as secondary trauma and its effects on frontline staff.

18 hours of training credit

CWPT Practice Model II- This classroom experience is provided during the fourth week of training. This course introduces participants to the Signs of Safety practice. Participants learn the building blocks of the practice, which includes using a mapping tool to ask intentional questions and guide conversation and creating Family Risk Assessment Maps to assess family functioning in the areas of harm/danger, strengths/existing safety, and safety goals. Participants learn more about immediate safety assessment and interventions, and the use of the safety network to help keep children safe. Participants also learn how to engage with children, create a “words and pictures” to provide children with explanations of their experiences, and develop long term safety plans with families.

18 hours of training credit

OJT Child Abuse and Neglect- This on-the-job training starts during the fifth week of training. The pre-work activities include learning about state and federal laws regarding investigations, mandated reporter training, training on safe sleep, shadowing an investigation and an introduction to court. The post-work activities include additional shadowing of investigations, the use of timelines, knowing how and when to use the Child Advocacy Centers, completion of diligent searches and the referral process for developmental assessments. It also includes an e-learning on understanding protective custody.

16 hours of training credit

CWPT Child Abuse and Neglect- This classroom experience is provided during the sixth week of training. This competency-based training introduces participants to the statutory mandate to receive and respond to child abuse and neglect reports. Participants learn state law, agency policy, and rules and regulations that govern this program area. Participants practice interviewing skills as well as assessing and responding to threats of safety. Participants learn how to engage family court and other multi-disciplinary teams that assist in the response to investigations and

assessments. Participants also become familiar with making a conclusion, notifications, and the appeal process.

25 hours of training credit

CWPT Team Decision Making- This classroom experience is provided during the seventh week of training. The Team Decision Making CWPT classroom training supports and builds upon the On-the-Job training staff receive prior to and after the classroom experience. Participants are trained on identifying the key elements of the TDM process. The content includes discussions about the important roles of parents, caregivers, youth, extended family and community partners. Training content also provides for an understanding of how the TDM process can meet the child/youth's need for safety, permanence and well-being.

4 hours of training credit

CWPT CAN Systems- This classroom experience is provided during the seventh week of training. CA/N Systems provides instruction and practice opportunities in the FACES screens that would most frequently need to be completed over the course of a Child Abuse or Neglect report. Workers also have the opportunity to familiarize themselves with the purpose of the information that is required. Workers accept a practice hotline report and enter information into the system from beginning to closure.

4 hours of training credit

OJT Intro to Case Management I (FCS/Prevention)- This on-the-job training starts in the seventh week of training. Pre-work activities include becoming familiar with community resources, filling out releases, making referrals to court, court preparedness, and helping parents work on child development skills. Post-work activities include understanding the role of team meetings and how teams work, shadowing the beginning of the case and the tools used for assessment, shadowing the end of a case and testing the safety plan, use of safety network meetings, conflict resolution, testifying, and use of appreciative inquiry with families.

12.5 hours of training credit

CWPT FCS/Prevention- This classroom experience is provided during the eighth week of training. This competency based curriculum introduces new team members to case management with an intact family. Participants study the Generalist Intervention Process and the activities needed to engage, assess, plan, intervene, evaluate, and terminate through the life of a case. Participants look at creating immediate safety interventions as well as plan and create long-term safety.

20 hours of training credit

CWPT Case Management Systems I- This classroom experience is provided in the ninth week of training. Case Management Systems I provides instruction and practice opportunities in FACES screens that would most often need to be completed over the course of a Family-Centered Service case. Staff members open a practice case and enter information into the system from opening to closing.

4 hours of training credit

OJT Intro to Case Management II- This on-the-job training starts in the ninth week of training. Pre-work activities include information on Multi-Ethnic Placement Act, training on Indian Child Welfare Act, training on permanency planning/concurrent planning (Adoption and Safe Families Act), information on foster care and rights, how to facilitate meetings, shadowing court hearings, understanding relative and other placements, older youth, and shadowing of worker visits for children, parents and placements. Post-work activities include information on Interstate Compact for the Placement of Children, demonstrating 24 hour home visits, demonstrating meeting facilitation, use of timelines, understanding child behaviors, writing court reports, and referring for subsidies. The self-evaluation on Child Welfare Practice Training competencies from week one is filled out again by the worker and their supervisor, with the intended goal of scoring higher at this point in the training.

23 hours of training credit

CWPT Alternative Care- This classroom experience is provided during the tenth week of training. This competency-based curriculum provides participants with the knowledge of the impact of out-of-home placement on children and families. Participants explore the family-centered out-of-home care process which includes: Adoption and Safe Families Act (ASFA), reasonable efforts, permanency goals, developing and utilizing permanency planning, and an understanding of permanency time frames. Participants discuss placement planning and selecting a home for a child, including planning for Older Youth in placement. Specific attention is placed on facilitating family support team meetings, court testimony, and ongoing responsibilities of staff including the continuous work of ensuring the safety and well-being for those children/youth who are in the care and custody of the agency.

20 hours of training credit

CWPT Case Management Systems II- This classroom experience is provided during the tenth week of training. Case Management Systems II provides instruction and practice opportunities in

FACES screens that would most often need to be completed over the course of an Alternative Care case. Staff members open a practice case and enter information into the system from opening to closing.

4 hours of training credit

Children's Division, like most child welfare agencies, has experienced significant changes in the workforce over the last two years. The agency is experiencing high turnover, more children in care, and increasing requirements to complete. Because of this, over the last year, the Division has spent a significant amount of time assessing ways to structure the work better through work flow, process, and a "teams" approach. Additionally, the Professional Development team has strategized to re-design CWPT in such a way as to account for an entry level position with high turnover, but the most direct contact with family. Since the end of 2021, the training team has been rewriting CWPT so that it focuses more on intentional and targeted skill development.

A Pre-service module has been developed as an introduction to CD, professionalism, communication, the laws Children's Division works under, and basic technology and tools. All new staff will begin with this module and then move into modules based off of their specific program area. Each module will have four to five classes including a basic legal aspects class. A variety of modalities are being utilized to provide the training including e-learning, virtual classroom and simulation. The goal for completion is July 1, 2022.

Child Abuse and Neglect Hotline Unit

The Hotline offers four weeks of training for new employees. A new session is determined when new staff are hired to the hotline. The classes can be very small (one to two employees) or can be larger. Staff start training in the classroom and then the training is moved to a section of the floor. After the training is completed employees are assessed to see if additional one-on-one training is needed before the employee is allowed to take calls. The calls are monitored in several ways after the employee leaves training. Calls may be listened to live or on a recorded option. The employees also need to have manager approval for a determined amount of time between trainers and supervisors before their training is considered complete.

Hotline training consists of:

- Week one- policy/procedure/philosophy- 40 hours
- Week two- Referrals and Call procedure- 40 hours
- Week three- Assessments and taking calls- 40 hours
- Week four- Investigations and taking calls- 40 hours

In-Service Practice Model Training for Front Line Staff

The Children's Division continues to focus training priorities on changing the culture of the agency through implementation and integration of the practice model. In 2021, the practice model was re-designed to focus on six main components: safety, well-being, permanency, service, innovation, and integrity. These focus areas embody the goals, priorities, and values of the agency. Foundational elements included in the practice initiatives are Five Domains of Wellbeing, trauma-informed care, and Framework for Safety while at the same time promoting leadership at every level of the agency through High Performance Transformational Coaching – “The Heart of Coaching” and the National Child Welfare Workforce Institute's Leadership Academy.

Child Welfare Trauma Training Toolkit - Intensive two-day (12 hours) workshop focusing on trauma awareness, sensitivity, responsiveness, and informed case planning. The Child Welfare Trauma Training Toolkit 2nd Edition is designed to teach basic knowledge, skills, and values about working with children who are in the child welfare system and who have experienced traumatic events. The toolkit teaches strategies for using trauma-informed child welfare practice to enhance the safety, permanency, and well-being of children and families who are involved in the child welfare system. The content of the toolkit was developed by the Child Welfare Committee of the National Child Traumatic Stress Network. The original version of the Toolkit was released in 2008. Training and implementation of the Toolkit has been provided to child welfare agencies and jurisdictions across the country. Revisions to the Toolkit began in 2011, and this second edition is the final result of those revisions. Changes to the Toolkit incorporate updated research and enhanced content on types of trauma, cultural implications, and long-term effects of childhood trauma, parent trauma, and secondary traumatic stress. The revised version also embodies the Essential Elements of a Child Welfare System.

Domestic Violence Training - The Children's Division, in conjunction with the Missouri Coalition against Domestic & Sexual Violence (MCADSV), has developed an online/eLearning domestic violence training for Children's Division staff. The following activities are addressed in this training:

- Referral to services
- Preparation for and participation in judicial determinations
- Placement of the child
- Development of the case plan
- Case management and supervision

STARS Pre-Service, In-Service, and Spaulding Train the Trainer - Training for resource families continues to be offered and conducted on a regular basis utilizing the training curriculum purchased from the Child Welfare League of America (CWLA). Foster PRIDE/Adopt PRIDE curriculum produced by CWLA is a part of Missouri's preparation of resource families and is called STARS, which means Specialized Training, Assessment, Resources, Skills, and Support. Staff training and Development provides the STARS Train the Trainer courses for local training teams. The local training team consists of a service worker, foster and/or adoptive parent and a supervisor of the team. The service worker and the foster/adoptive parent co-train. The service worker also is responsible for conducting the family assessment needed for licensure.

The CWLA curriculum has 12 in-service modules providing over 100 hours of training. Train the Trainer courses are conducted for the same local training teams noted above. These courses are conducted throughout the state.

In addition to STARS, adoptive parents are required to attend 12 hours of training, specific to adoption, and prior to licensure. The above teams are also trained to provide this Spaulding "Making the Commitment to Adoption" course.

All the above STARS and Spaulding Train the Trainer courses include contractors who provide the training and assessment of resource families.

The following activities are addressed in this training:

- Referral to services
- Preparation for and participation in judicial determinations
- Placement of the child
- Development of the case plan
- Case reviews
- Case management and supervision
- Recruitment and licensing of foster homes and institutions

STRONG- Training for resource families continues to be offered and conducted on a regular basis utilizing the training curriculum developed by resource specialists and the professional development team for families in the Southern regions. This training was written to address some needs for the state in regards to getting foster parents trained more timely and having them understand issues specific to the state. This class is currently being run as a pilot. The local training team consists of a service worker, foster and/or adoptive parent and a supervisor of the team. The service worker and the foster/adoptive parent co-train. The service worker also is responsible for conducting the family assessment needed for licensure.

The following activities are addressed in this training:

- Referral to services

- Preparation for and participation in judicial determinations, understanding Missouri child Welfare law
- Placement of the child
- Development of the case plan, working with birth parents and understanding permanency
- Case reviews
- Case management and supervision, understanding Children's Division Practice Model including Five Domains of Wellbeing, Signs of Safety and Trauma informed care
- Recruitment and licensing of foster homes and institutions

Worker Safety Training – A need for a comprehensive training package on how to be safe as a practitioner was expressed through staff focus groups. Safety begins with adequate awareness of the trauma a family or child may have experienced and the use of language and conversation that are trauma sensitive. Workers need to have further development in de-escalation skills and environmental awareness. It is believed that by giving staff the adequate skills needed to do their job safely they can then have their primary need for safety met and be able to focus on the family and children's needs. Working with the Department of Social Services Human Resources, a revised worker safety curriculum was implemented. Staff are required to take this class every three years.

SDM Safety Assessment Training- Children's Division worked with Evident Change to develop a new safety assessment. Trainers were trained by Evident Change on the safety assessment and started training staff on how to use the assessment. This training focuses on safety threats, parental capacities and child vulnerabilities. It also defines a household.

Facilitating Team Meetings Training- With the introduction of Temporary Alternative Placement Agreements (TAPA), all staff members are able to conduct team meetings. A new training was developed to train staff on how to facilitate meetings in an impartial and consistent manner. Staff are trained on the five stages of a meeting and get a chance to practice facilitating portions of a meeting.

Supervisor Training

Initial In-Service Training

The Children's Division, in partnership with the Department of Social Services Human Resource Center (HRC), has developed a comprehensive skills based training structure for front line supervisors. The structure requires new CD supervisory staff to complete the following initial in-service training:

Within 2 months of hire/promotion into a supervisory/managerial position after July 1, 2020, the following courses should be completed:

Course	Delivery Method
New Manager Foundations (LI000001) 1 HR	MO Learning
Ken Blanchard on Servant Leadership (LI000002) 27 MIN	MO Learning
Hiring, Managing, and Separating from Employees (LI000003) 1HR 40M	MO Learning
Managing a Diverse Team (LI000004) 1HR 20M	MO Learning
Cybersecurity Updates	Monthly on-line courses
ENGAGE 2.0 Overview (HR000362) 2HR	Virtual Classroom

Within 6 months of hire/promotion, the following courses should be completed.

Course	Delivery Method
The Heart Of Coaching – Leader workshop (HR000330) 14 HR	Virtual Classroom
Managing ADA (HR000146) 3 HR	Virtual Classroom
Managing FMLA (HR000138) 3 HR	Virtual Classroom
Effective Discipline (HR000034) 6 HR	Virtual Classroom
Civil Rights & Diversity – Supervisors (HR000070) 6 HR	Virtual Classroom
MO Careers Overview and Hiring (HR000367) 2 HR	Virtual Classroom
Leading Productive Meetings (LI000005) 1HR 4M	MO Learning
Succeeding in a New Role by Managing Up (LI000006) 20M	MO Learning
Building Trust (LI000007) 58M	MO Learning
Project Management Simplified (LI000008) 1 HR 19M	MO Learning

The transition to supervision is challenging. Becoming a supervisor often means experiencing changes in relationships, roles, responsibilities, and routines. Effective supervision is a skill. It helps in the transition for the supervisor to understand some basic concepts and functions of effective supervision (i.e., planning, organizing, leading/directing, and controlling).

The Children's Division is currently developing a new supervisor training. This training will focus on the roles of child welfare supervisors- educational, supportive, administrative, and clinical supervision. This training is almost complete and has a goal for July 1, 2022 for implementation.

Ongoing In-Service Training

In addition to the initial training provided to supervisors, the Children's Division and the Department HRC continue to offer a variety of in-service training modules to provide supervisors and managers professional development opportunities beyond the initial training. Examples of the competency based modules that are available include The Heart of Coaching, Character in Action, Effective Discipline. The in-service training will continue to be offered in FY2022.

Professional Development has started to work on providing preview classes to supervisors so that they can understand what their staff will learn in training sessions. During the last fiscal year, classes in SDM safety assessment and Central Consult Unit training had a supervisor preview class and these were found to be successful to help staff in implementation. These preview classes will continue.

Missouri CD Leadership Academy – Strengthening the workforce also includes strategies to provide the National Child Welfare Workforce Institute (NCWWI) Leadership Academy to field and central office leadership teams. As feedback from staff focus groups and the initial Comprehensive Organizational Health Assessment (COHA) have shown, there is a need to support supervisor and management professional development; to support environments ready for creating and cultivating sustainable models of peer support; and to support the development of leadership skills. Incorporating High Performance Transformational Coaching within the Leadership Academy aims to effectively create leadership at every level, nurture and enhance professional sharing and peer support. Children's Division implemented three sessions of NCWWI Leadership Academy in 2020-2021 to support frontline, supervisor and manager growth and development, creating innovative, adaptable, critically thinking teams who will have the knowledge and skills to implement the practice model and more successfully overcome challenges.

Learning Circles for Supervisors - Learning Circles for supervisors provide ongoing professional development, offer frontline supervisors an opportunity to have reinforcement activities and conversations on specific supervision topics, and provide supervisors with the ability to problem-solve together through group discussions, action planning, and reviewing the effects of application in actual practice. Learning Circles are designed to provide an ongoing mechanism for supervisors to enhance and improve their practice.